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17. ABSTRACT (MAX. 250 WORDS)

Description of summer enrollment and plans for getting students to attend college on a four-quarters-per-year basis. Discussion of student financial aids in terms of loans, employment, undergraduate scholarships and fellowships, followed by recommendations.

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d. Summer Enrollment

Table 53 shows that cumulative summer enrollment of the University declined from over 4,000 students in 1948 to 2,159 in 1953. Since 1953 there has been an increase each summer, and slightly over 3,000 students attended one or both summer terms in 1957.

The two summer terms at the University of Georgia enable a student to complete a full quarter of work. Ten quarter hours credit may be earned the first term and 5 quarter hours the second term. Table 53 shows nearly 2,700 students enrolled for the First Summer Term in 1957 (The equivalent of about 45 per cent of the precedin fall enrollment). Second Term enrollment was only 2,053, the equivalent of about 35 per cent of the preceding fall enrollment.

Strong efforts are being exerted to increase the summer enrollment, to get more students to attend college on a four-quarters-per-year basis. Administrative officials recognize the inefficiency of utilizing the facilities and staff at only one-third to one-half of capacity during the summer months. Two specific actions aimed at increasing summer enrollment have been: (1) giving high priority on dormitory housing accommodations for the following fall to freshmen and transfer women who enroll for the summer quarter; (2) requiring students on scholastic probation at the end of the spring quarter to remove themselves from probation through courses at the University during the summer quarter.

These and other measures have effected some increases in summer enrollment, but the bulk of students who attend the University during the regular academic year apparently cannot, or do not desire to, attend a fourth quarter during the summer. Large numbers of students must work during the summer months to finance their education the following year, and many jobs are available only during the summer months. Some students must undertake

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Table 53

SUMMER SCHOOL ENROLLMENT AT THE
UNIVERSITY OF GEORGIA, 1948 - 1957

Year	Cumulative Enrollment*	Total 1st. Term Enrollment	Total 2nd. Term Enrollment
1948	4,145	3,777	2,573
1949	3,728	3,398	2,569
1950	3,490	2,953	1,791
1951	3,139	2,844	1,743
1952	2,324	2,107	1,394
1953	2,159	1,902	1,394
1954	2,409	2,155	1,420
1955	2,443	2,168	1,462
1956	2,804	2,470	1,744
1957	3,070	2,683	2,035

* Cumulative enrollment is the total number of individuals enrolled in either one or both summer terms.

internships, attend summer camp, or pursue field projects during the summer as part of their course of study. At any rate, less than one third of the students enrolled during the regular school year attend the University during the summer.

e. Enrollments in Schools, Colleges, and Degree Programs

The University of Georgia is a composite of eleven different schools and colleges, as well as several other major agencies such as the Center for Continuing Education and the Library. (The College of Agriculture includes the Agricultural Extension Service and the Agricultural Experiment Stations throughout the state.) In many ways, each of these schools and colleges is itself a separate institution. A true picture of the size of the University of Georgia can be obtained only by considering the enrollments in the eleven different schools and colleges.

Table 54 shows that most of the schools and colleges are quite small. Six of the eleven had fewer than 300 students enrolled in the fall of 1957.

Each of the four largest units, the colleges, comprises a sizable number of departments, divisions, or concentration areas, so that in considering their enrollment, one must consider the number of students enrolled in each of the subdivisions of the college. (See Appendix B, Note 2 for an analysis of the enrollments of the four colleges.)

Analysis reveals that when the total enrollment of the University is broken down among the multiplicity of schools, colleges, divisions, departments and concentration areas, most of them are responsible for rather small numbers of students for specialized training in particular subject-matter areas. As a matter of fact, most schools, departments, and concentration areas at the University have too small an enrollment to function efficiently and economically. It is these limited enrollments that lead to the large